



Measuring What Matters

Competencies in the classroom

Phase 3: 2015–2016

November 2016





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Overview

The initiative

In a call to action, People for Education launched the *Measuring What Matters* (MWM) project in 2013. MWM is a multi-year initiative to build consensus and alignment around broader goals and indicators of success for public education.

To accomplish the project goal, People for Education has engaged partners from universities, foundations, and government, as well as education stakeholders from across Canada. An expert Advisory Committee and three smaller working groups in key areas are also making critical contributions to the project. The emerging MWM model, including a set of core competencies and conditions and assessment models, is being field tested by educators in schools and classrooms across Ontario. Based on their feedback, and feedback from consultations, the model will be updated and refined.

The context

Currently, the world is facing challenges in many areas, including wealth disparity, climate change, food security, mass migration, health, gender equality, and stagnating and uneven economic growth.¹ In order to address the challenges of tomorrow's society, young people need more tools than literacy and numeracy. Canada, specifically, is tackling complex environmental, social, and economic issues—a process which requires a variety of competencies, including collaboration, flexible thinking, communication, and information literacy.² Organizations and thought leaders across Canada and around the world are calling on schools to expand the discussion of “student success” to include a range of broad skills.³ In this project, People for Education—as a champion for public education and a hub of innovative research—is adding its voice to this movement for change.

The goal

The MWM theory of change posits that a renewed education model with broader, integrated goals and measures for student success, will support change both inside and outside the education system. The theory (and recent experience) suggests that policy and resource allocation in public education will shift to reflect these broader goals. Adopting a renewed model will compel the education system to provide the support, time, alignment, and capacity-building necessary to support educators in fostering their students' competence and skills in the domains of creativity, citizenship, physical and mental health and social-emotional learning, alongside numeracy and literacy. It will also require new ways to report to parents, students and the broader public about student and system progress in these areas. Over time, this will allow the system to demonstrate progress in these broad and essential areas of student success.

***Measuring What Matters* envisions a public education system that:**

- supports all students to develop the competencies and skills they need to live happy, healthy, economically secure, civically engaged lives; and
- strengthens Canada—our society, our economy, our environment—by graduating young people with the skills to meet the challenges our country faces.

This vision can be achieved by:

- setting broad and balanced goals for student success that include numeracy, literacy, creativity, social-emotional learning, health, and citizenship; and
- ensuring that these goals drive policy, practice, funding, and accountability.

The goal of the *Measuring What Matters* initiative is to collectively develop, test and propose a new model for education that:

- includes a concrete set of competencies and learning conditions in the areas of creativity and innovation, citizenship, mental and physical health, and social-emotional learning;
- proposes assessment / measurement strategies that focus on, and support these broad competencies;
- supports effective classroom and school practices in foundational areas proven to develop students' capacity for long-term success; and
- ultimately, informs a productive and useful way to provide parents and the broad public with understandable information about student and system progress in broad areas of learning.

The potential impact

Measuring What Matters is premised on the assumption that policy and practice in education systems is, to a large degree, driven by what the system holds itself accountable for and what is reported to the public. An effective model, that includes competencies and skills in a broad number of foundational domains of learning, will help to ensure that public education is preparing young people to lead happy, healthy, economically secure and civically engaged lives—no matter what their beginnings or their post-secondary destinations.

In its broadest vision, the initiative aims to build consensus around goals for schools and the education system that are aligned with those of post-secondary education and the world of work, and that answer society's need for an engaged citizenry with the capacity to solve complex problems and thrive in a rapidly changing world.

This focus on a broad view of student success also has the potential to foster cooperation between education and other sectors working to support positive child and youth outcomes. It can foster greater alignment in our goals for young people from Kindergarten through post-secondary education and on into the world of work and adult life and renew public confidence in the purpose and value of public education for youth and society.

Progress to date

Research

Phase one of *Measuring What Matters* (2013–14) laid the foundations for the project. People for Education conducted a review of the research on broad areas of learning,⁵ and held public consultations through surveys and focus groups.⁶

In Phase 2 (2014–15), education experts were recruited to articulate each of the key domain areas, their importance in terms of student success, and some potential ways that they could be assessed.⁷ They conducted reviews of Ontario’s curriculum and policy to identify where and how each domain is currently recognized, and developed a preliminary set of core competencies, skills, and learning conditions for their domain. The competencies and conditions were viewed as foundational to all curriculum, including literacy and numeracy.

Key activities in 2015–16

Field testing

Field testing in classrooms and schools is a key element of the “proof of concept” approach of the MWM initiative. Through this research, the competencies and conditions are directly grounded in teacher, student, and school experience. In early 2016, People for Education engaged Ontario teachers and principals, as well as researchers, curriculum and program consultants, and senior school board leadership in the collaborative development of the field trials. The study included 80 educators in 26 publicly funded schools and seven school boards.

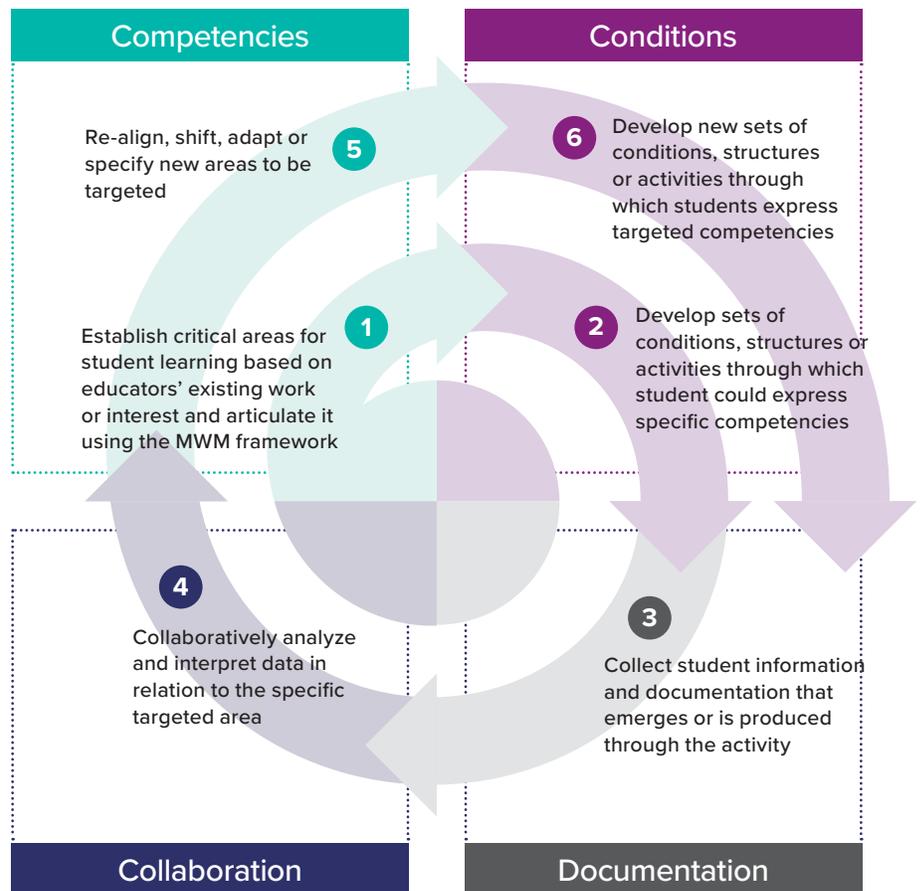
Educators took a range of approaches in their use of the MWM competency framework. Some took a more narrow focus, addressing one or two competencies in a single domain; others explored combinations of competencies from several domain areas. The individuality in what educators focused on, and how they investigated it, demonstrates how personalized this work is, and how important it is to protect non-standardized learning contexts. There are a number of early findings from the field trials:

- The work aligned with participants’ professional values as educators. It resonated with what they felt were central in learning experiences, but that often did not get the same attention as academic achievement.
- There appears to be an inextricable and dynamic link between learning conditions and specific competencies that students express: learning conditions frame and support the expression of specific competencies and, conversely, the focus on specific competencies in relation to teaching, learning, and assessment supports teachers in exploring a greater range of possible conditions and/or learning opportunities.
- The participant educators found strong interrelationships between the domains and competencies.

- The specific lexicon or “language of learning” in the competencies helped define sometimes broad but ambiguous areas of learning, for example “creativity.” The language gave educators clear pathways into actions and planning in classrooms, created opportunities to communicate with each other, and to generate new conditions.
- The competency framework supported broadening perspectives on where learning occurs in schools. A number of schools explored student experiences outside of the classroom, broadening the learning space beyond specific, situated moments in scheduled classroom times to include the whole school environment.

The process

While each field trial was unique in its structure, the process that participants undertook followed a fairly consistent set of phases, as represented in the diagram below.



Consultation on measurement

In early 2016, People for Education laid out the conceptual foundation of a whole-system approach to assessment and measurement in broader areas of student success. The scope of the envisioned model explored assessment at the classroom, school and board level, and examined possibilities for complementary jurisdictional-level measures. We then convened a two-day consultation with 20 educational measurement experts, policy makers, and practitioners from across Canada.

Participants recommended re-articulating the goals and the theory of change for MWM in ways that would recognize the long-term nature, and potentially far-reaching implications, of the proposed model. Participants also highlighted the complexity and inherent challenges that will be faced in any dialogue about measurement or about “what matters most.”

MWM involves taking two perspectives at once: a wide-angle view that encompasses the complexity of assessment/measurement in education and the range of contexts in which it happens, and a narrow focus on concrete, specific, teachable/learnable competencies, and practical, implementable approaches to assessment and measurement of these competencies. And all while acknowledging that in education, as in other areas of society, measures are always evolving, as priorities and the “art and science” of measurement evolve.

The consultation raised important questions and caveats to consider as the initiative moves into the next phase:

- How can we think productively about assessment/measurement, without creating an “accountability arms race”?
- What would support greater capacity across the system to enhance and further support work occurring in these broad areas?
- We need to ensure that equity is always front and centre.
- As we expand the project, how can we bring together diverse stakeholders in a constructive dialogue with People for Education and each other?

Leveraging research networks and partnerships

There are important initiatives underway, both in Canada and internationally, that are exploring broad areas of learning and the potential for broadening the goals and measures of public education. To support *Measuring What Matters*, People for Education:

- co-convened an ongoing information and data-sharing round table of organizations and ministries doing research from a range of perspectives and using a range of metrics for youth success and wellbeing, in order to share knowledge and data, and seek opportunities for alignment. The roundtable partners include Ontario's Ministries of Education and Children and Youth Services, UNICEF Canada, the Canadian Index of Wellbeing, YouthRex, and the Ontario Trillium Foundation.
- became a partner in the J.W. McConnell Family Foundation's WellAhead initiative, which aims to improve child and youth mental health by integrating well-being into school communities.
- co-convened, with the Higher Education Quality Council of Ontario and York University, a cross-sectoral table to explore the alignment of approaches to core skills and competencies from K–12 through post-secondary and into the world of work and adult life.
- began participating in the 21st Century Learning group of the Association of Education Researchers in Ontario. This group is exploring the measurement and assessment of 21st Century competencies at school district levels.
- participated in the UNESCO/Brookings Institution International Learning Metrics Task Force and in Skills for a Changing World, an international initiative facilitated by the LEGO Foundation to examine the impact of a focus on play-based learning, creativity and innovation, and student well-being.

The domains and competencies

The school conditions and student competencies articulated in MWM represent the broad, foundational skills and practices that are critical for students to be successful in today’s society.

The skills and competencies in each domain are intricately connected to the quality of learning experiences, and to the supports available in classrooms, within the school, and in school–community partnerships. These are captured through a set of conditions for quality learning environments.

Creativity

Creativity is a process that involves generating novel ideas and products, using one’s imagination, being inquisitive, and persisting when difficulties arise. The process includes collaborating with others and being able to evaluate creative products, ideas, and processes dispassionately. Creative competencies and skills are vital for problem solving and for developing ways of adapting knowledge to new contexts.⁸

Why it matters

In a knowledge economy, and times of rapid change, we need people with the creative capacity to adapt knowledge to new contexts, generate new ideas, and use innovative approaches to problem-solving. Fostering creativity helps students develop resilience, resourcefulness, and confidence, and is positively linked to engagement, achievement, and innovation.

Creative competencies are grouped into the following categories:

- Imagination
- Inquisitiveness
- Collaboration
- Discipline
- Persistence

Note: These descriptions represent the categorization of competencies within the domains at the time of publication of this report. People for Education continues to work iteratively with MWM domain leads and educators on revisions to the competencies, as researchers learn from the ways educators and students are using and understanding them on the ground through field trials. For the most up-to-date version of the competencies, see: www.peopleforeducation.ca

Citizenship

Citizenship education includes the acquisition of knowledge of historical and political concepts and processes. It supports the development of students' understanding of social issues and of the impact of their behaviour and decisions on others. It develops their capacity to recognize and value different perspectives and their sense of agency to influence change in society.⁹

Why it matters

A democratic and cohesive society relies on people understanding the impact of their behaviour and decisions on others, and having the capacity to play an informed role in the affairs of their society. Citizenship education supports students' capacity to be responsible, active citizens in their schools and communities. It allows them to become contributing members of a democratic society.

Citizenship competencies are grouped into the following categories:

- Appreciation of diversity
- Awareness of power
- Development of voice

Health

Health education supports students in adopting healthy lifestyles from an early age, and provides them with the self-regulatory skills and competencies they need to make healthy decisions and engage in health promoting behaviours.¹⁰

Why it matters

Teaching students the habits and skills that provide a foundation for health improves their chances for academic success. It leads to increased productivity, improved life expectancy, greater capacity to cope with life's challenges, and can reduce the risk of both chronic disease and mental illness.

Health competencies are grouped into the following categories:

- Capacity for making healthy choices
- Physical activity
- Healthy sexuality
- Understanding and management of mental illness
- Mental health

Social-emotional learning

Social-emotional learning supports students in understanding and managing their emotions, developing positive relationships with others, and engaging with their community. Students can learn social-emotional competencies just as they learn formal academic skills—through regular interactions with peers, teachers, and school staff inside and outside of the classroom.¹¹

Why it matters

Strong social-emotional skills are critical for students' educational attainment, long-term well-being and prosperity, and their ability to contribute to society.

Social-emotional competencies are grouped into the following categories:

- Self-awareness
- Self-management
- Social awareness
- Interpersonal relationships
- Decision-making

Quality learning environments

In a quality learning environment classrooms support a dynamic inter-relationship between students, teachers and content; the whole school mirrors ideals of citizenship in democratic societies, and supports social relationships, characterized by trust, interdependence and empathy amongst all members; and school - community relationships focus on students' well-being, promote cross-cultural perspectives, and provide broader learning opportunities for students.¹²

Why it matters

The organization of the school, the relationships within it, and the learning “environments” within classrooms influence students' academic, social, and behavioural learning. The quality of practices and the opportunities to learn, both inside the classroom and throughout the school, play a critical role in developing environments where students can flourish.

Conditions of quality learning environments are grouped into the following categories:

- Conditions in classrooms
- Conditions within the school
- Conditions beyond the school

MWM competencies and conditions

Note: The competencies are undergoing iterative revisions based on ongoing research. For the most up-to-date version of the competencies, see www.peopleforeducation.ca

Creativity

Imagination

- Students make connections across disciplines and between objects and ideas.
- Students use intuition.
- Students work with objects and ideas without an end goal in mind.
- Students generate a range of novel ideas in relation to personal knowledge and learning context.
- Students apply metaphorical thinking.

Inquisitiveness

- Students articulate potential problems to solve in relation to ambiguous or complex phenomena.
- Students seek new resources to answer emerging questions.
- Students explore initial ideas more deeply.
- Students challenge assumptions.
- Students integrate different sets of discipline knowledge or skills to solve problems.

Collaboration

- Students empathize with others through careful observation and open-ended questioning.
- Students share information and ideas.
- Students integrate ideas and feedback offered by others.
- Students ask for evaluative input from teachers and peers.
- Students seek assistance.

Discipline

- Students objectively assess the strengths and weaknesses of creative ideas, work or products.
- Students critically reflect on the outcomes of the work.
- Students refine and improve work.

Persistence

- Students explore ambiguous and complex phenomena.
- Students take paths or approaches different from their peers or teachers.
- Students defend solutions and break conventions.

Citizenship

Appreciation of diversity

- Students can articulate elements of their own cultural identity and worldview.
- Students understand the complex and fluid nature of their own and others' identities.
- Students understand how cultures and cultural values can be represented in traditions, institutions, and symbols.
- Students recognize diversity within particular cultural communities or groups.
- Students understand the role religion plays in shaping the worldviews and actions.

Awareness of power

- Students understand power relationships in everyday life, including within families, at school, and with friends.
- Students understand power relationships in society between and among individuals, groups, and institutions.
- Students understand how power is exercised through both formal and informal means.
- Students evaluate the use of power from multiple perspectives—the degrees to which it is fair, justified, and/or arbitrary.

- Students understand how to work with both formal and informal systems of power to make change.

Development of voice

- Students understand key concepts and ideas underlying important civic, social, environmental, and/or economic issues.
- Students understand the range of positions people hold on important civic, social, environmental and/or economic issues.
- Students understand how perspectives on civic, social, environmental and/or economic issues can change over time and contexts.
- Students can articulate a personal position with respect to important civic, social, environmental and/or economic issues.
- Students identify a range of techniques used in public discussion to make points or manipulate opinion.
- Students are able to use appropriate institutions, structures, and mechanisms to effect change on important civic, social, economic, and/or environmental issues.

MWM competencies and conditions (continued)

Health

Capacity for making healthy choices

General

- Students develop a sense of personal responsibility for their own health and the choices they make.
- Students develop strong relationships with caring others (peers, teachers, parents, and community members)

Eating and sleeping

- Students understand the importance of making healthy eating choices.
- Students understand the importance of impulse control and strategies that lead to them make healthy eating choices.
- Students learn to identify obstacles to making healthy eating choices and have problem-solving strategies to assist them in overcoming these obstacles.
- Students understand the importance of sleep, the factors that put their sleep at risk, and how to overcome these factors.
- Students develop an awareness of their sleep needs and how their bodies are influenced by their sleeping patterns.

Personal safety and appropriate risk-taking

- Students can assess the risks associated with the health choices they make.
- Students are able to identify social risks and develop strategies to resist peer-pressure and respond effectively to risky situations.
- Students have a strong sense of self-esteem and confidence to resist outside pressures to engage in risky behaviour.
- Students mitigate potential risks and reduce unnecessary risky behaviour through the help of strong relationships with caring others (peers, teachers, parents, and community members).

Physical activity

- Students have the movement and physical literacy skills needed to participate in and enjoy a range of activities.
- Students understand concepts such as body and spatial awareness, center of gravity, laws of motion and force.
- Students learn to self-reflect on their strengths and areas for improvement, set attainable and realistic goals, monitor and evaluate performance, and develop strategies to obtain goals and overcome obstacles.

- Students develop focus, concentration and perseverance skills and strategies.
- Students develop an appreciation for physical activities and personal fitness and understand the value of being physically active.
- Students learn to cooperate with others, include others in activities, and develop helping skills, responsibility and respect for others.

Healthy sexuality

- Students have a secure sexual identity and develop a healthy sense of self-esteem and self-worth in relation to their sexual identity.
- Students respect the sexual identities of others.
- Students understand the importance of intimate relationships that are caring, respectful and non-violent.
- Students understand the role of social media in sexual health and how to be respectful and responsible in that context.
- Students have the capacity to manage risks and make healthy decisions regarding their sexuality.

Understanding and management of mental illness

- Students understand mental health issues and the impact that stigmatization can have.
- Students can recognize emerging mental health issues in themselves and others.
- Students can identify their emotions and manage their emotions.
- Students are able and willing to seek help for mental health issues for themselves and others.
- Students are able to develop caring and supportive relationships with their peers, teachers, and family and community members.
- Students have productive coping, problem-solving and resilience skills to overcome stressful and challenging situations.

Mental health

- For a detailed set of competencies that support mental health, please see the Social-Emotional Learning competencies.

Social-emotional learning

Self-awareness

- Students identify and describe their own emotions.
- Students understand why they feel the way they do.
- Students are honest with themselves and others.
- Students recognize what others are feeling and why.
- Students develop an accurate sense of their capacity to succeed in a variety of situations (i.e. persistence, motivation, confidence, resilience, limitations).
- Students understand their own needs and values.
- Students develop an accurate understanding of themselves, such as their learning styles, strengths, and areas that need improvement.

Self-management

- Students develop personalized learning strategies to master academic material.
- Students monitor and manage academic goals.
- Students develop strategies for setting short and long-term goals.
- Students develop adaptability and flexibility.
- Students develop persistence—they respond and adjust to perceived failure.
- Students respond constructively to internal and external factors that have an impact on their learning and emotion.
- Students develop self-regulation skills and strategies for their feelings, e.g. agitation, anger, elation or listlessness.
- Students manage interpersonal stress and emotions (how to verbalize and develop strategies to manage anxiety, anger, and depression).
- Students develop positive motivation, a sense of hope, optimism, and satisfaction.

Social awareness

- Students understand others' perspectives.
- Students recognize verbal and non-verbal emotional cues in themselves and in others.
- Students adapt to the mood of a group and respond constructively.
- Students empathize with others.
- Students assess risk of social danger and respond appropriately.
- Students understand diverse cultural contexts.
- Students appreciate diversity.
- Students demonstrate social responsibility.

Interpersonal relationships

- Students build and maintain trust in themselves and others.
- Students demonstrate empathy.
- Students demonstrate respect and recognize its importance.
- Students develop skills to recognize, understand, and address/resolve interpersonal conflict.
- Students develop collaborative skills.
- Students engage in cooperative learning, and work toward group goals.
- Students develop leadership skills.
- Students resist inappropriate/negative social pressures.
- Students develop constructive relationships with students and adults.
- Students engage in the school and community and at home.

Decision-making

- Students identify problems when making decisions and generate alternatives.
- Students develop and refine self-reflective and self-evaluative skills.
- Students make decisions based on moral, personal, and ethical standards.
- Students understand how responsible decisions can affect themselves and others, the school, and the community.
- Students understand the importance of equity and social justice.
- Students develop skills to negotiate fairly.

Quality learning environments

Conditions in Classrooms

Classroom environment

- The classroom is welcoming, inclusive, and psychologically safe.
- Student voice and experiences are integrated within learning and curriculum in classrooms.
- Students characterize their work in class as both interesting and engaging; students are intrinsically motivated.
- Expectations for students are high, but realistic.
- Diversity in the classroom is respected and individual differences are celebrated.
- All students are provided with opportunities to participate.
- Risk-taking is rewarded and failures are embraced as learning opportunities.
- The teacher takes risks—mistakes are made visible to students.
- The teacher's classroom management style focuses on maintaining high standards, while projecting genuine warmth.
- Positive student-teacher and student-student relationships are supported.

Learning experiences

- Tasks are balanced between direct instruction and student-led inquiry.
- Students have opportunities to work collaboratively in small and large groups, as well as individually.
- Tasks are balanced between pre-planned structure and responsive, student-initiated learning.
- Classroom activities are culturally relevant and responsive.
- Learning experiences are connected to real-life examples and problems.
- Students have opportunities to learn and express learning in multiple ways (visual, verbal, physical, social, etc.).
- Activities prompt students to draw connections between different disciplines.
- There is a balance between open problems (which have no single answer) and closed problems (which generally do).
- Students have time to be inquisitive and explore new areas.
- Experiences are integrated with other initiatives around the school and community.

Assessment

- Objectives of learning are clear and shared with students.
- Informative feedback is shared in an ongoing way with students to support their learning.
- Assessment is mostly used in support of learning, rather than to evaluate learning.
- Assessments make use of a wide array of student data (e.g. work products, observations and conversations).
- Students have opportunities to assess their peers' and their own work.
- Students set goals and assess their own progress towards those goals.

Conditions within the School

School Environment

- Student success in school includes development of citizenship, creativity, social emotional learning and health.
- The school ethos promotes mutual respect and equality of opportunity.
- Interactions across the school are characterized by respect and appreciation for individual differences.
- Active participation of students in all aspects of school life is integral to the operating social environment of the school.
- All aspects of the school (e.g. the schoolyard, sports teams, peer interactions, hallways) are recognized as learning environments.
- Teachers are trusted to ensure successful outcomes using professional knowledge and judgment.
- Teachers feel responsible for student learning, both individually and as a group.
- Student voice and input on school decisions is valued, sought, and used.
- The school is an open learning space in which community members outside of the school with diverse interests and resources/expertise work with students and staff.
- School-based structures are in place to identify and provide support for students dealing with social, emotional, learning, or mental health problems/disorders.

Quality learning environments (continued)

School leadership

- Authority is shared across the school's staff; it is not limited to formal leadership roles.
- School leadership values student voice and consults student government in school decision-making.
- Principals provide, and support the development of, instructional leadership among educators.

Professional learning for educators

- Professional learning is modeled and promoted by school leadership.
- There is space and time provided by school leadership for professional learning and collaboration in the daily workflow of teachers.
- Professional learning is self-directed and collaborative.
- Teacher professional learning is used to inform school direction, vision, and strategy.
- Professional learning is ongoing and embedded in work in ways that involve both:
 - the use of data drawn from selected experiences within the classroom.
 - Risk taking and experimentation in educators' practice.

Conditions beyond the School

Partnerships between school and community

- Parents feel included and respected in the school community.
- Clear and mutually beneficial agreements exist between schools and their community partners.
- Educators and community members (including parents) are actively involved in partnerships.
- Teachers enrich curriculum learning and contribute to work within the community through school-community partnerships
- Partnerships provide experiential learning opportunities for students.
- Partnerships involve the mentorship of students during and beyond the scope of classroom projects.
- Students are aware of and can access programs and services for support with issues related to mental illness, bullying, and substance abuse.
- School-community partnerships support the appreciation of diversity and respect for people from different cultures and contexts.

MWM Advisors

Advisory Committee

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MWM Publications

1. General

Measuring What Matters: Brochure (2015)

A two-page summary of the project with examples of the competencies in each of the domains.

Broader Measures of Success: Measuring what matters in education (2013)

The launch report for *Measuring What Matters* proposes five dimensions of learning that, alongside academic achievement, might be part of a more comprehensive set of indicators of success: physical and mental health, social-emotional development, creativity and innovation, citizenship and democracy, and school climate. The report looks at how success in these areas is important for the long-term well-being of students and society, how schools can strengthen these capacities in students, and provides examples of existing measures.

Measuring What Matters: Reframing Goals and Measures for Public Education (2015)

An overview of the project background, rationale, key concepts and timelines. Includes descriptions, competencies and conditions in the domains of creativity, health, social emotional learning, and citizenship, as well as conditions of Quality Learning Environments.

What Matters in French Language Schools Summary (English) (2015)

Dr. Michelle Boucher examines the connections between initiatives undertaken in the French-language education system in a minority setting in Canada, and particularly in Ontario, and the five domains in People for Education's *Measuring What Matters* initiative. Full version of paper available in French.

What Matters in Indigenous Education: Implementing A Vision Committed To Holism, Diversity And Engagement (2016)

Dr. Pamela Toulouse explores an Indigenous approach to quality learning environments and relevant competencies/skills. The paper draws out the research, concepts and themes from *Measuring What Matters* that align with Indigenous determinants of educational success. It expands on this work by offering perspectives and insights that are Indigenous and authentic in nature.

2. Domains and competencies

Draft Competencies and Skills Kit (2015)

The kit includes a short description of each domain area and its associated competencies and skills, as well as the conditions for quality learning environments.

Physical and Mental Health in Schools (2014)

Dr. Bruce Ferguson, Sickkids & The University Of Toronto and Keith Power

This report examines how schools can effectively promote physical and mental health and how to measure the outcomes of health promotion programs.

Creativity: The State of the Domain (2014)

Dr. Rena Uptis, Queen's University

This report looks at why creativity is an important skill for long-term success, how schools can foster creativity, and how it might be measured.

Social-emotional skills—the new basics (2014)

Dr. Stuart Shanker, York University

This report examines the impact of social-emotional skills on academic performance and lifelong learning, and suggests potential measures for social-emotional learning.

Measuring What Matters: Citizenship Domain (2014)

Dr. Alan Sears, The University Of New Brunswick

This report examines why citizenship is a core value for long term success for students and a cohesive, democratic society.

The School Context Model: How School Environments Shape Students' Opportunities to Learn (2014)

Dr. Nina Bascia, Ontario Institute For Studies In Education, The University Of Toronto

This report highlights the interactive and dynamic environments in schools that support and shape rich learning experiences for students and educators.

3. Progress reports

Phase 1

2013/14: Beyond The 3 "R's" (2014)

A summary of the findings from the initial public consultations and an outline of the work done to identify the domain areas and conditions for quality learning environments.

Phase 2

2014/15: Moving From Theory to Practice (2015)

An overview of the work done to explore the relationship between the domains and education policy and curriculum in Ontario, and plans for the field trials to take place in Ontario schools.

Notes

1. These are examples taken from the UN's Sustainable Developmental Goals, as well as challenges in world economic growth identified by the IMF's January report.
2. These competency examples come from the Government of Canada's website. Communication and collaboration are required to develop the reports and recommendations that Canada commits to produce from "multi-stakeholder engagement and partnerships". Flexible thinking and information literacy are required to "craft new and innovative policies and mechanisms" to progress society and understand when goals and targets have been reached using data.
3. Some examples of these are Alberta Education 2, Fullan, Ontario Ministry of Education ("21st Century Competencies"), and Winthrop and McGivney.
4. One example of this reaction took place in September 2016, when Ontario committed \$60 million to the Renewed Math Strategy in response to low math scores on the Education Quality and Accountability Office test from spring 2015. The resultant Policy/Program Memorandum (PPM 160) is available [online](#).
5. See Gallagher-MacKay and Kidder.
6. For the complete report on phase one, see People for Education.
7. For the complete report on phase two, see Cameron, et al.
8. For more information about the creativity domain, please see Upitis.
9. For more information about the citizenship domain, please see Sears.
10. For more information about the health domain, please see Ferguson and Powers.
11. For more information about the social-emotional learning domain, please see Shanker.
12. For more information about the quality learning environments domain, please see Bascia.

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